# Unit Plan Template

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| **Unit Author** | | | | | | | | |
| First and Last Name | | | | | Kim Precht | | | |
| School District | | | | | Jefferson Davis | | | |
| School Name | | | | | James Ward Elementary | | | |
| School City, State | | | | | Jennings, LA | | | |
| **Unit Overview** | | | | | | | | |
| **Unit Title** | | | | | | | | |
| Finding Friends | | | | | | | | |
| **Unit Summary** | | | | | | | | |
| In the early grades such as Kindergarten. Students are put into new surroundings and a new class of different students from the Pre-K year. The students will learn the correct way to make friends through Seeing Reasoning tool. Friends make life more fun. To have friends you have to be a friend. | | | | | | | | |
| **Subject Area** | | | | | | | | |
| The subject is Social Studies under the Language Arts unit. | | | | | | | | |
| **Grade Level** | | | | | | | | |
| Kindergarten | | | | | | | | |
| **Approximate Time Needed** | | | | | | | | |
| The unit is 15 lessons for 15 minute sessions. | | | | | | | | |
| **Unit Foundation** | | | | | | | | |
| **Habits of Learning Taxonomy** | | | | | | | | |
| |  |  |  |  | | --- | --- | --- | --- | | **Bloom's Revised Taxonomy** | **Marzano's  Dimensions of Learning** | **Costa & Kallick’s  16 Habits of Mind** | | | * Remembering - Recognizing, listing, describing, identifying, retrieving, naming, locating, finding * Understanding - Interpreting, Summarizing, inferring, paraphrasing, classifying, comparing, explaining, exemplifying | Acquire and integrate knowledge  Use knowledge meaningful | | Gathering data through all senses  Listening with understanding and empathy  Thinking flexibly  Questioning and posing problems  Applying past knowledge to new situations | | | | | | | |
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| **Targeted Content Standards and Benchmarks** | | | | | | | | |
| Write using developmental/inventive spelling, supported by drawing or dictation to the  teacher to express ideas (ELA-2-E1)  Create compositions by participating in shared writing activities (ELA-2-E1)  Use illustrations, developmental/inventive spelling, and appropriate vocabulary to  write for a specific purpose and/or audience (ELA-2-E2)  Create simple text using prior knowledge by drawing, dictating to the teacher, and/or  writing using developmental/inventive spelling (ELA-2-E3)  Use classroom resources (e.g., word walls, picture dictionaries, teachers, peers) to  support a writing process (ELA-2-E3) | | | | | | | | |
| **Student Objectives/Learning Outcomes** | | | | | | | |
| Students will understand what it means to be a friend.  Students will understand how to make a friend and how to be a friend. | | | | | | | |
| **Curriculum-Framing Questions** | | | | | | | |
|  | | **Essential Question** | | What does it mean to be a good friend? | | | |
|  | | **Unit Questions** | | How can I let others know I want to be friends?  What do good friends do for each other?  How do you find a new friend?  What can I do to find a new friend?  What makes a good friend? | | | |
|  | | **Content Questions** | | Can you name a friend that is not in this classroom?  Who was a friend before you came to school? | | | |
| **Assessment Plan** | | | | | | | |
| **Assessment Timeline** | | | | | | | |
| |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  |  | |  | | | | | **Before project work begins** | **Students work on projects and complete tasks** | | **After project work is completed** | | | | |  |  | |  | | | | |  |  |  |  |  |  | | Ask students who their friends are and why are they friends. All children want to have at least one good friend. But choosing and maintaining friendship are the challenge. These are the issues that will be worked on in this lesson. |  | The stories in this unit will show some of the friendship issues which all students will struggle with at some time while growing up. The students will describe the characters’ actions, thoughts, and feelings, the stories offer models of how how and why people act as they do. The stories give a better understanding of how to find and keep friends.  Stories: *Big Al, Don’t Need Friends, Ginger* |  | The students will complete a journal writing and drawing assignment about their friends. They will draw a picture with their friends and write a story about themselves. The students will read their stories to the teacher and the class. The Seeing Reason tool will be used on the Smartboard to complete the unit on Finding Friends. |  | | | | | | | | | |
| **Assessment Summary** | | | | | | | |
| The assessment for this unit will be the journal picture and writing that the students will do at the completion of this unit. The students will draw a picture of their friends and themselves. The students will write a story about their friends and what they like to do. The students will have to read their story to the teacher.. | | | | | | | |
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| **Seeing Reason Elements** (Complete this section if this tool will be used in the unit) | | | | | | | |
| **Seeing Reason Project Name** (For the *Seeing Reason* workspace) | | | | | | | |
| Finding Friends | | | | | | | |
| **Project Description** (For the *Seeing Reason* workspace) | | | | | | | |
| In this unit students will learn the correct way to establish friendships and relationships in a healthy manner. This unit is taught from Unit 3 of the SRA Imagine It! Series. The students will have several stories read to them about other people that have had to find the correct way to make friends. The teacher will ask students to list good characteristics a friend will have. | | | | | | | |
| **Research Question** (For the *Seeing Reason* workspace) | | | | | | | |
| What is the correct characteristic for finding friends? | | | | | | | |
| **Practice Map** (For your future quick reference) | | | | | | | |
| Practice Team ID: stars | | | | | | Password:stars | |
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| **Unit Details** | | | | | | | |
| **Prerequisite Skills** | | | | | | | |
| None | | | | | | | |
| **Instructional Procedures** | | | | | | | |
| Each week students will gain a better understanding of friends as they progress through the unit inquiry. They will begin by asking questions and sharing stories about finding friends. As the unit progresses, they will interview each other, write a story and share their new information. | | | | | | | |
| **Accommodations for Differentiated Instruction** | | | | | | | |
|  | **Resource Student** | | The resource students will given extra time to complete activities that are needed during each activity. The students will be given guidance as needed in the writing area. | | | | |
|  | **Nonnative English Speaker** | | ESL students will work with their assigned aid to assist them in reading and interpreting the story and characteristics of finding friends. | | | | |
|  | **Gifted Student** | | The gifted and higher level students will be encouraged to write extra sentences to complete their journal writings to make complete stories. | | | | |
| **Materials and Resources Required For Unit** | | | | | | | |

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| **Printed Materials** | Teachers edition for unit 3 Finding Friends, books: Big Al, Don’t Need Friends, and Finding Friends big book. Friends journal writing page. |
| **Supplies** | None |
| **Technology -Hardware** | Computer and Smartboard |
| **Technology -Software** | Smartboard |
| **Internet Resources** | None |
| **Other Resources** | None |

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